00–650 Frenck-Mestre, C. and Prince, P. (CNRS-CREPCO, Université d'Aix-en-Provence, France). La compréhension écrite d'une deuxième langue: lexique et syntaxe. [Second language reading comprehension: lexis and syntax.] *Les Langues Modernes* (Paris, France), **3** (1999), 58–69.

The authors of this article survey a large number of psycholinguistic experiments in order to find evidence of the role played by a first language (L1) in determining a reader's performance in second language (L2) reading comprehension. They conclude that the weight of experimental evidence shows the acquisition process to consist both of the transfer of knowledge and skills from the L1 and of the development of a lexical and syntactic competence specific to the L2. Although the basic elements of this competence are acquired relatively rapidly, certain aspects develop more slowly, in particular, syntactic ambiguities which are specific to the L2. Examples of such ambiguities are analysed and the various ways in which they may hinder comprehension are discussed. However, slowness in reading is not necessarily the result of problems at the syntactic level, as it can also be due to lower degrees of control in basic reading skills, such as the recognition of phoneme/grapheme relationships.

Writing

00–651 Badger, Richard (U. of Stirling, UK; *Email:* rgb3@stir.ac.uk) **and White, Goodith.** A process genre approach to teaching writing. *ELT Journal* (Oxford, UK), **54**, 2 (2000), 153–60.

Over the last 20 years, *process* and *product* approaches have dominated much of the teaching of writing that happens in the English as a Foreign Language classroom. In the last ten years, *genre* approaches have gained adherents. This paper analyses the strengths and weaknesses of the three approaches in terms of their view of writing and how they see the development of writing. It covers both linguistic factors (how the approaches conceptualise writing) and educational factors (how the approaches conceptualise learning to write). The authors argue that the three approaches are complementary, and identify an approach–the 'process genre' approach–which is informed by each of them.

00–652 Belcher, Diane and Hirvela, Alan (Ohio State U., USA; *Email:* belcher.1@osu.edu). Literature and L2 composition: revisiting the debate. *Journal of Second Language Writing* (Norwood, NJ, USA), **9**, 1 (2000), 21–39.

The role of literature in the composition classroom has long been controversial. This article examines the arguments both for and against the use of literature by, first, surveying the main stances taken in first language (L1) composition pedagogical theory, which predate and have significantly influenced L2 composition, and then by reviewing L2 compositionists' own perspectives on literature. The L2 arguments can be seen as resonating, but at the same time, diverging from those of L1 writing theory. Yet, all can be interpreted as responses to by now familiar themes in both L2 and L1 compositions, such as process versus product, academic discourse community initiation versus preparation for life, and hegemony of the established elite versus empowerment of the less privileged. The goal in this review of the long-standing debate is not to encourage polarisation for or against literature, but rather to provide, through the varied perspectives presented, a basis for informed decisions about the possible value of literature in particular contexts in which teachers and their students find themselves.

00–653 Calvez, Daniel J. (Clemson U., South Carolina, USA). Advanced undergraduate French composition: problems and solutions. *Foreign Language Annals* (New York, USA), **33**, 1 (2000), 93–102.

This article presents the results of a study undertaken to determine the number and nature of the problems encountered by advanced undergraduate students in a French composition course. The data consisted of 600 compositions from several classes of students collected over a period of four years. It was hoped that, after identifying the problems, explanations could be found for the frequency and repetition of students' errors. The primary objective was to use the study findings to modify the approach or content of the course. A secondary and broader objective was to further the development of the methodology used at the beginning and intermediate levels of the study of French. This article explains why the study was undertaken, how it was conducted, what the quantitative results were, and what conclusions were reached. The findings showed that the major source of errors in third-year composition is vocabulary; and the article concludes with a discussion of approaches that might address this.

00–654 Feng, Cheng, Ogata, Hiroaki and Yano, Yoneo (Tokushima U., Japan; *Email:* is.tokushima-u.ac.jp). Mark-up-based Writing Error Analysis Model in an on-line classroom. *Computer Assisted Language Learning* (Lisse, The Netherlands), **13**, 1 (2000), 79–97.

This paper describes a new component called Writing Error Analysis Model (WEAM) in the CoCoA system (Ogata et al., 1998) for instructing composition of writing in Japanese as a foreign language (JFL). The WEAM can be used for analysing certain types of morphological errors in learners' writing and selecting the appropriate compositions for learners' revising exercises. In accordance with the classifications of morphological errors that are often made by JFL learners, a Japanese morphological analysis system named *Chasen* is applied in the WEAM for recognising and tabulating the selected 33 different types of morphological errors. The similarity of morphological errors between the error patterns in JFL documents stored in the CoCoA's

database and the method of calculation are proposed in WEAM for retrieving documents whose sentences can provide useful exercise material for students.

00-655 Leki, Ilona (U. of Tennesee, USA). Writing, literacy, and applied linguistics. *Annual Review of Applied Linguistics* (New York, USA), **20** (2000), 99–115.

This paper reviews a range of recent contributions to second language (L2) writing and literary research across key areas which are thought likely to be most influential into the next decade. The first part of the paper analyses the perceived relationship between writing researchers and applied linguistics. Through an historical analysis, it is suggested that there is an increasing dissatisfaction amongst L2 writing and literacy researchers with the current direction of applied linguistics. The next section reviews recent work on needs analysis and suggests that such analysis has become more complex with the realisation of competing needs and vested interests in defining and meeting those needs. The paper then describes work on identity issues, suggesting that longitudinal studies have the advantage of allowing investigators to see transitions and shifts among different identities in response to different environmental pressures. The final section examines applied linguistics' contributions to L2 literacy research and suggests that such studies are too English-oriented. It is concluded that the next decade will bring about greater attention to the multiplicity and complexity of literary acquisition through more detailed descriptions of individual acquirers in specific contexts. The article is followed by both an annotated and unannotated bibliography.

00-656 Li, Yili (Hong Kong Baptist U.). Assessing second language writing: the relationship between computerised analysis and rater evaluation. *ITL Review of Applied Linguistics* (Leuven, Belgium), **127-128** (2000), 37–51.

This article examines the relationship between two kinds of methods used to assess the quality of second language (L2) writing : (1) objective computerised text analysis focusing on the linguistic features of written texts, and (2) subjective evaluation performed by human raters using a combination of holistic and analytical scoring procedures. In particular, it attempts to explore the potential and possible limitations of using computerised programs as research tools in L2 writing research. The written sample consisted of 132 short essays written by English Second Language (ESL) U.S. university students. In the first method, computerised programs were used to assess the written texts in terms of syntactic complexity, lexical complexity and grammatical accuracy; in the second, two ESL raters evaluated the same texts by first assigning a holistic score to each piece of writing, then applying an analytical scheme to assess linguistic features at the syntactic, lexical and grammatical level as well as textual and rhetorical features at the discourse level. A series of correlation

analyses were performed using the scores obtained from these two kinds of assessment procedures at the correspondent levels. The results show a significant and consistent correlation between the scores at the level of grammatical accuracy, yet not in any of the other categories. They also indicate a high level of internal consistency in the computerised analysis.

00-657 Sengupta, Sima (Hong Kong Poly. U.; *Email:* egsima@polyu.edu.hk). An investigation into the effects of revision strategy instruction on L2 secondary school learners. *System* (Oxford, UK), **28**, 1 (2000), 97–113.

This paper describes an exploratory study that investigated the effects of explicit instruction in revision on second language (L2) learners' performance and perceptions about writing. The learners were from two intact classes of Secondary 4/5 in a school in Hong Kong, who learned to revise. Both groups received instructions in revision after they finished writing the first draft. Questionnaires were completed by all students before and after the study and interviews were conducted with a selection of students. Writing performance, at the beginning and end of the study, was measured holistically and compared with a third group that did not learn revision strategies but completed the same pre- and post-study task. The paper describes the instruction that was provided and the findings of the effects of revision instruction. The data indicate that explicit teaching of revision strategies had a measurable influence on writing performance. Student questionnaires and interviews showed a difference in the way writing and revision were viewed. It is suggested that language teachers should consider multiple drafting as an alternative to completing a new writing task in their classrooms, as explicit instruction in revision may contribute towards developing an awareness of discourse-related features in L2 writing.

00-658 Spelman Miller, Kristyan (U. of Reading, UK). Academic writers on-line: investigating pausing in the production of text. *Language Teaching Research* (London, UK), **4**, 2 (2000), 123–48.

This paper presents details of an approach to the study of writing processes based on the analysis of temporal aspects of the writing event. This approach involves recording the keystroke presses made during production of a text using a word processor, and analysing such features as pausing, fluency and revision activity. To illustrate the application of this research tool, findings are presented from a study of first and second language writers, focusing on the insights that such fine-grained analysis might bring to the investigation of individual approaches to writing tasks. The study observes 21 undergraduate students from different language backgrounds engaged in two writing activities—an evaluative, interpretive task, and a descriptive, defining one. One of the general findings is that pause length increases as text unit length increases. Longer pauses are also

250

found at major text locations. The paper concludes with a consideration of pedagogic implications, pointing up the value of information on pauses for the identification of writer difficulties or uncertainties.

Language testing

00–659   Breiner-Sanders, Karen E. (Georgetown U., Middlebury Coll., USA), **Lowe, Jr., Pardee** (U.S. Dept. of Defense), **Miles, John** (Ed. Testing Service, USA) **and Swender, Elvira** (ACTFL, NY, USA; *Email:* actflhq@aol.com). ACTFL Proficiency Guidelines–Speaking: revised 1999. *Foreign Language Annals* (New York, USA), **33**, 1 (2000), 13–18.

The ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines–Speaking (1986) have gained widespread application as a metric against which to measure learners' functional competency; that is, their ability to accomplish linguistic tasks representing a variety of levels. Based on years of experience with oral testing in governmental institutions and on the descriptions of language proficiency used by Interagency Language Roundtable (ILR), the ACTFL Guidelines were an adaptation intended for use in academia (college and university levels particularly) in the United States. This article presents the recent revision of the Guidelines. The purposes of the revision are to make the document more accessible to those who have not received recent training in ACTFL oral proficiency testing, to clarify the issues that have divided testers and teachers, and to provide a corrective to what the committee perceived to have been possible misinterpretations of the descriptions provided in earlier versions of the Guidelines. The revision is presented as an additional step towards more adequately describing speaking proficiency.

00–660   Charnock, Ross (Université de Rouen, France). Le 'washback' et les tests intégrés. A propos de l'utilité pédagogique de l'évaluation linguistique. ['Washback' and integrated tests: the pedagogical usefulness of linguistic evaluation.] *ASp (Anglais de Spécialité)* (Bordeaux, France), **23/26** (1999), 391–416.

This paper begins from the premise that the testing methods traditionally used for the evaluation of the linguistic competence of students specialised in other disciplines can be shown to be unsatisfactory from various points of view. Tests based on discrete point items have low validity, while exercises involving free expression have poor reliability. It is argued, however, that integrated tests, based on continuous discourse, such as the cloze procedure,   the C-test, proof-reading, dictation, and (possibly) reading aloud, seem to combine the advantages of both types of test, while avoiding the related drawbacks. In addition, they seem to be more useful from a pedagogical point of view, the favourable washback effect thereby justifying their use as classroom exercises.

00–661   Clapham, Caroline (Lancaster U., UK). Assessment and testing. *Annual Review of Applied Linguistics* (New York, USA), **20** (2000), 147–61.

This article discusses the relationship between language testing and the other sub-disciplines of applied linguistics and also the relationship, as the author sees it, between testing and assessment. The article starts with a brief exploration of the term 'applied linguistics' and then goes on to discuss the role of language testing within this discipline, the relationship between testing and teaching, and the relationship between testing and assessment. The second part of the article mentions some areas of current concern to testers and discusses in more detail recent advances in the areas of performance testing, alternative assessment, and computer assessment. One of the aims of the article is to argue that the skills involved in language testing are necessary not only for those constructing all kinds of language proficiency assessments, but also for those other applied linguists who use tests or other elicitation techniques to help them gather language data for research. The article is followed by both an annotated and unannotated bibliography.

00–662   Edelenbos, Peter (U. of Groningen / The Netherlands Language Academy; *Email:* edelenbo@ppsw.rug.nl) **and Vinjé, Marja P.** The assessment of a foreign language at the end of primary (elementary) education. *Language Testing* (London, UK), **17**, 2 (2000), 144–62.

This article examines assessment at the end of the primary phase with specific reference to levels of English. Within the framework of the Dutch national assessment scheme (PPON–the National Assessment Programme in Education), it describes the development and administration of tests to assess levels of learner attainment in listening, reading and word knowledge in English. The researchers examine a range of 'other' variables which might have influenced performance in listening at the end of primary school. These include pupil influences–e.g., socio-economic status and gender, and instructional influences–e.g., level of contact hours and pedagogic orientation of the learning programme itself. They also offer a comparative analysis of differences in learner performance in the same skill areas from the PPON 1991 and 1996 assessments. The research shows wide differences in performance between pupils from higher and lower social levels, with boys also outperforming girls. Time also emerges as a rather stable and significant variable. The assessments are seen as providing important insights into the possibilities and limitations of foreign language teaching and learning.

00–663   Gamaroff, Raphael (U. of Fort Hare, South Africa; *Email:* raphgam@border.co.za). Rater reliability in language assessment: the bug of all bears. *System* (Oxford, UK), **28**, 1 (2000), 31–53.

251